1978-79

GOVERNOR DUMMER ACADEMY

CATALOGUE 1978-1979

Byfield, Massachusetts 01922
Telephone 617/462-6643

EDITOR'S NOTE
AN INTRODUCTION TO GOVERNOR DUMMER 4
COUNSELING 8
DAY STUDENTS 8
RELIGION 8
ACADEMIC PROGRAM 11
ACADEMIC REQUIREMENTS FOR GRADUATION 12
COLLEGE ENTRANCE REQUIREMENTS 14
ENGLISH 14
MATHEMATICS 16
FOREIGN LANGUAGES 18
SCIENCE 20
HISTORY 22
ART 25
MUSIC 26
SPEECH 27
RELIGION 27
HUMANITIES – ON CAMPUS 28
HUMANITIES – OFF CAMPUS 28
COMMUNITY SERVICE 29
DRAMA 29
DORMITORY LIFE 31
WEEKENDS 31
SOCIAL COMMITTEE 31
ATHLETIC PROGRAM 33
STUDENT GOVERNMENT 37
RULES 37
EXPENSES 38
BOARDING STUDENT EXPENSES 38
DAY STUDENT EXPENSES 39
ADDITIONAL EXPENSES 39
ADMISSIONS 41
SCHOLARSHIP AID 41
COLLEGE PLACEMENT 42
GEOGRAPHICAL DISTRIBUTION 42
BOARD OF TRUSTEES 43
TRUSTEES EMERITI 43
ALUMNI TRUSTEE 43
FACULTY EMERITI 43
FACULTY 44
SPECIAL FACULTY 48
SPECIAL STAFF 48
STAFF 48
ROSTER OF STUDENTS 49
TRAVELING INSTRUCTIONS 52
BUILDING INDEX Inside Back Cover

Calendar for School Year 1978-1979

Opening Days	Monday, September 11 and Tuesday, September 12
Parents' Day	Saturday, October 28
School Holiday	Monday, October 30
School Holiday	Monday, November 13
Thanksgiving Vacation	Wednesday, November 22 Monday, November 27
Christmas Vacation	Friday, December 15 Monday, January 8
Mid-Year Exams	Wednesday, January 31 Friday, February 2
School Holiday	Monday, February 5
School Holiday	Monday, February 19
Spring Vacation	Friday, March 9 Monday, April 2
Final Exams	Tuesday, June 5 Thursday, June 7
Commencement	Thursday, June 7 Friday, June 8

GOVERNOR DUMMER ACADEMY

Byfield, Massachusetts 01922

CATALOGUE 1978-79

Two Hundred and Sixteen Years

EDITOR'S NOTE

In an effort to present Governor Dummer as it is to those most directly concerned – prospective students, much of the text of this catalogue has been written by the following students: Laurel E. Altschuler '78, Jody R. Baum '78, Paul J. Cook, Jr. '78, M. Philip Graham '78, Kathleen A. Leary '79, Mary A. Mackay-Smith '78, and Leslie A. Russell '78. Monique S. Cremer '79 and F. Curtiss Fox, III '78 helped with photography.

AN INTRODUCTION TO GOVERNOR DUMMER

By centuries of tradition a college preparatory school, the Academy still sees its role as that – and far more. Chief among its goals are to encourage in its students self-discipline, confidence based on solid achievement, and fulfillment through service to others.

As a college preparatory school Governor Dummer is first and foremost a relatively structured academic institution offering an intensive concentration upon basic subject areas: the verbal and linguistic, the mathematical and scientific, the arts and humanities – and, underlying each of these, basic study skills. It sets a high standard of achievement in terms of each individual's capacities as a student. Nor are such goals new for the Academy, as former Headmaster Charles Ingham's observation at the Sesquicentennial in 1913 testifies:

> This is not a factory for grinding out graduates, but a school where we believe the mastery of the elements and the development of the power of thinking are of paramount importance.

Possibly the most relevant testimony for those wishing to know the Academy lies in a description written by a recent graduate (Richard H. O'Leary '75):

. . . Perhaps the firmness of Governor Dummer's educational qualities lies in the fact that it has had ample time to age, weather, adapt, and finally succeed in achieving its primary motive: maintenance of values.

The Academy was established by the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony in 1763. It was the first of its kind in the nation. At its inception the

school included a small schoolhouse and the home of the Governor. Now the school includes numerous dormitories, athletic fields, a library and classroom center, science hall, arts center, chapel, math and language center, faculty housing, student center, infirmary, auditorium, gymnasium, hockey rink, and much spectacular Parker River acreage.

The multifaceted experience occurs in these buildings and around these acres, but is not due to them. Rather it is due to the diffused skills of the community: faculty, administration, staff, students, maintenance men, and even faculty children and dogs, not necessarily in that particular order. Teamwork is the key.

. . . Exposure to the uniqueness of Governor Dummer alone is an education in itself; and no GDA student, no matter how hard he or she may try, can evade this uniqueness. Its definition lies in one word: community. A community is often defined as a society of people having common rights and privileges. Any individual who takes advantage of the privileges that Governor Dummer offers is welcome into a unique and warm community. And the privileges are many.

Governor Dummer is located in Byfield, Massachusetts, a small, rural north shore town. It offers the nearby city of Newburyport, which is a small coastal ship city replete with little old-fashioned shops and beautifully maintained homes of former ship captains. The town of Byfield consists of open country roads and fields, marshland, and the winding Parker River. A bicycling student is not an uncommon sight in the autumn or spring, nor is a cross-country skier on the narrows of the river in the winter hard to find. The

campus is an interesting, unpretentious collection of buildings. Old farmhouses and cottages house students as do large ivy-covered brick and clapboard halls. A boarding student might live in a tiny house of six students and one faculty dorm master. Daily activities might include lacrosse on the lawn, popcorn and the Boston Bruins in the house, or occasionally late, very late night studying. A day student might commute from nearby Ipswich, Hamilton, or Hampton, New Hampshire, and stay late into the evening hours rehearsing for a play, attending a student council meeting, or slaving over a book in the library. Afternoons mean community service, athletics, drama, and music. Modern dance in the winter or field hockey in the fall are among the many activities possible. Late afternoon usually brings six tolls of the bell and the yet still yelling voices of the football or lacrosse team practicing on Morse Field. An afternoon teaching at the YWCA pool in Newburyport or working in a nearby day care center is common.

Tradition is still very much a part of Governor Dummer, taking form in the rigidity of acadmic requirements and standards. In addition to acadmic tradition is athletic tradition with an ever

present stress on interscholastic competition. It is hard to abolish the inbred traditions of an old prep school, although the 1960's and early 1970's tried. Rules at the Academy, for instance, maintain the same high standard of discipline that they always have . . .

If nothing more, GDA will expose the student to its own diffusion of skills and superb dynamism with the hope that these characteristics will take form in each student who chooses to pursue them.

The Governor Dummer experience is not mere preparation for life, but life itself – a complex, dynamic challenge, sometimes fun, sometimes reflective, sometimes disappointing, sometimes exciting. It encourages responsibility; a sense of teamwork, of community; an acknowledgement of the merits of hard work; and a respect for the rights of others.

John W. Ragle
Headmaster

COUNSELING

All faculty advise and counsel students, and the nature of the problem will usually determine the identity of the person with whom students will work on their problems. For boarding students, the corridor master usually acts *in loco parentis* on everyday matters and, in addition, is the primary academic advisor to students on his corridor. Faculty not responsible for a dormitory are assigned as day student academic advisors. Faculty may refer particularly difficult academic questions to the Director of Studies.

The school also retains a professional counselor full-time. Students and their families are encouraged to use the services of the counselor on any personal questions or concerns. Faculty consult with the counselor about their advisees whenever necessary. In addition, the school minister is available to provide guidance on spiritual and moral problems, and both the Headmaster and Dean of Students assist students on problems of all sorts.

DAY STUDENTS

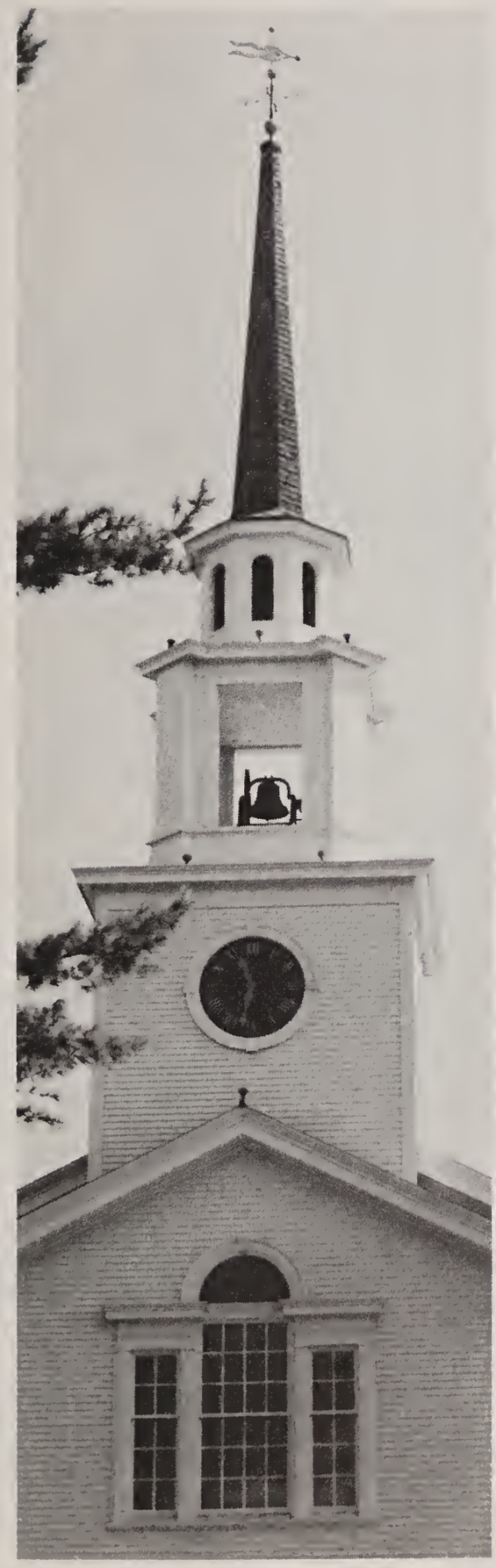
The number of day students at Governor Dummer has grown in the past decade, and this increase has been accompanied by an expanded role of the day student in school life. From the start of the first period at 8:05 a.m. until the finish of their after class commitments, which often end as late as 5:30 p.m., day students are expected to be on campus. Yet, most day students find that their involvement in school life goes beyond the scope of classes and athletics. Drama, club meetings, social events, and simply talking with friends are often causes for day students to find themselves eating dinner on campus and staying into the evening. Since the majority of Governor Dummer's students are boarders, evening meetings of many school activities become both logical and necessary. Day students are not only welcome to participate in such club meetings but have come to play a vital role in these extracurricular activities. Day students are encouraged to meet with faculty during the evenings as well as during the morning conference periods, and many day students find the evening to be an opportune time to make use of the library and language lab facilities as well.

A day student's involvement in school life can be as minimal or as extensive as he makes it, for it is he who determines his role in the school.

J.R.B.

RELIGION

For a decade and a half in the early years of the eighteenth century, William Dummer served as Lieutenant Governor of the Massachusetts Bay Colony. He served nearly half of that time carrying the full burden of administration because of the return of the crown-appointed Governors to England. A man of "strict integrity and warm benevolence," he provided for the establishment of his academy by the very first stipulation of his will. He named three friends as Trustees in that document: two of them ministers of the First Church of Boston, the third a solid citizen and gentleman farmer in the Town of Newbury. Further reflecting the Governor's intent, the Act of Incorporation in 1782 designated the endowment of the Academy to the purpose of "maintaining and supporting masters and teachers *for the promotion of piety and virtue:* and for the instruction of youth . . . "



In 1978 the Trustees of Governor Dummer reaffirmed "that the school is by charter, history, and intent a school within the Judeo-Christian tradition." "They further reaffirm their conviction that it is the responsibility of the Academy to provide for the spiritual as well as the intellectual and physical development of the students . . . Finally they recognize that the cultivation of the spirit should be pursued concurrently along a number of pathways."

Religion at Governor Dummer is, therefore, fostered through the life of the school community; the availability of weekly services or meetings for Protestant, Catholic, and Jewish students; voluntary religious discussion groups for various faiths, including a Bible Study group; periodic convocations required of the whole school, students and faculty together, for programs focusing upon questions of religion and ethics; and, for students who have entered in the ninth or tenth grade, the requirement before graduation of a half-credit course in Religion.

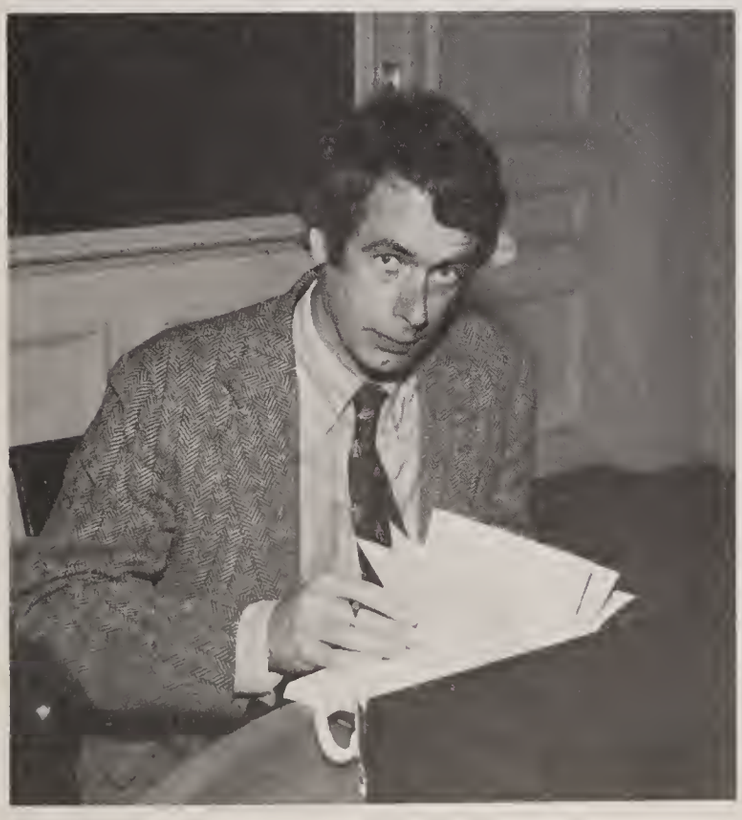
ACADEMIC PROGRAM

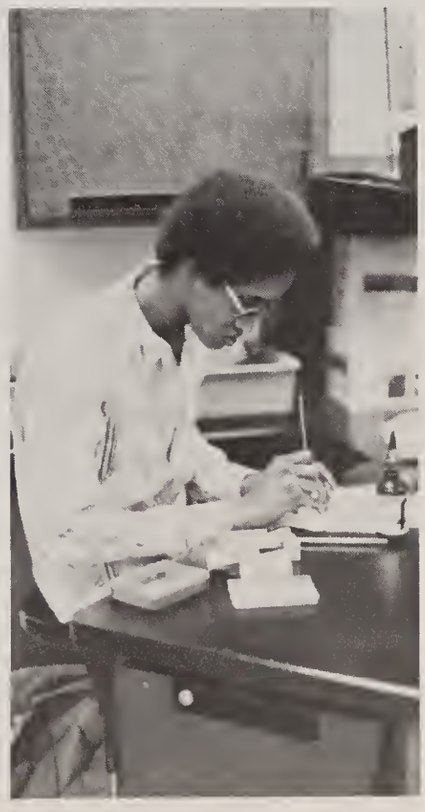
Governor Dummer is first and foremost an academic institution. The academic program, which is college preparatory in nature, covers the four years of high school, grades nine through twelve. Although the curriculum is designed primarily to insure that at least college requirements are met, each department offers other than standard courses designed to be of particular interest to particular students. In small classes which average out to fourteen students per section, close relationships are established between student and teacher and between student and student.

The school year is divided into three ten week terms. During each term there are two marking periods. At the end of these marking periods, academic advisors send grades and reports to the homes of their advisees. At the same time the Director of Studies prepares and publishes lists of those freshmen and sophomores who have attained a high enough average to be excused from daily study hall and of those students who have attained academic distinction by making the honor roll. This is also a time when the Director of Studies must inform some students they have not met minimal academic achievement standards and are therefore subject to Academic Probation. Failure to meet the terms of Academic Probation (or the terms of summer make up work) may result in the student's having to withdraw from the Academy.

Each year the top ranking juniors and seniors are elected to the Cum Laude Society in recognition of outstanding scholarship.

The three main academic buildings are Parsons Schoolhouse which contains classrooms for foreign languages and mathematics, a language library, a study hall, a computer room, a dark room, and an art gallery; the Frost Building which contains the main library of about 18,500 volumes, classrooms for English and history, an audio laboratory,





a seminar room, a lecture room, the archives, and an FM radio broadcasting station; and the new Schumann Science Center which contains lecture rooms, laboratories, a greenhouse, and other special facilities for general science, biology, chemistry, physics, and electronics. Classes in music, art, photography, and religion are held in special facilities in other campus buildings. Finally, the quaint old Noyes Library building has been restored to use as a seminar room for senior courses and a group meeting room.

ACADEMIC REQUIREMENTS FOR GRADUATION

To receive a diploma, a student must successfully complete sixteen credits. Major courses are equivalent to one credit, and minor courses are equivalent to one-half credit. Transcript and transfer credits require the approval of the Director of Studies. Repeated courses do not earn another credit, nor is credit given for the first year of study of a foreign language unless it is followed by subsequent courses in that language. In rare cases, exceptions to these specific requirements can be made only by the Director of Studies.

The curriculum is designed to meet the specifications for entrance to college. Therefore, course distribution requirements are fixed for all students. By graduation a student must fulfill distribution requirements in the following areas:

English – courses 1, 2, 3, and one of 4A, 4B, 4C, or 4D.

Mathematics – courses 1, 2, and 3.

Foreign Languages – courses 1 and 2 in any one language.

Science – Science 1 (if entered GDA at 9th grade) and one major lab science.

Social Studies – U.S. History and one course prior to U.S. History

Religion – one minor course in grade 10, 11, or 12. This requirement applies only to students who entered GDA at 9th or 10th grade.

Fine Arts – one minor course in art, music, photography, or drama (drama not offered in 1978-79) in grade 10, 11, or 12. This requirement applies only to students who entered GDA at 9th, 10th, or 11th grade.

Speech – one minor public speaking course in grade 12.

In addition to four-year credit and distribution requirements, there are minimal credit requirements for each class. For the ninth grade, five credits are required; for the tenth grade, four and one-half credits, although five are not unusual; for the eleventh grade, four credits, although four and one-half are normal and five are not unusual; for the twelfth grade, four and one-half credits, although five are not unusual.

Other constraints are placed upon seniors. They must pass all courses for the year regardless of total credits accumulated prior to the twelfth grade. Seniors may not drop or change courses after November 1, except under special circumstances when permission may be obtained from the Director of Studies to drop a course in excess of the four and one-half credit minimum and not part of the distribution requirement. Under no circumstances may a senior drop a course after midyear.

Mid-year and final examinations are part of most major and some minor courses.

With the agreement of their parents and the school, seniors may devote all or part of the spring term to a project which may be academic or otherwise in nature. It may involve dropping some or all course work. It may mean living on or off campus.

COLLEGE ENTRANCE REQUIREMENTS

It is important for each student to keep college entrance requirements in mind when selecting courses, for in some instances, these requirements may exceed the Academy's graduation requirements. The *College Handbook* and the catalogues of the individual colleges are sources of information.

Since many colleges require candidates to take College Board Achievement Tests in three different areas (usually English, mathematics, and one of foreign langauge, history, or science) by January of the senior year, courses should be chosen with this in mind. Academy students normally take Achievement Tests on two dates: in May or June of the junior year, and in December or January of the senior year. A few sophomores find it advantageous to stand for one or two Achievement Tests upon completion of the appropriate course.

The Academy actively participates in the College Advanced Placement program through which students may earn college credit for satisfactory performances on the Advanced Placement Examinations administered each May; the credit is granted by the college in which the student enrolls. An increasing number of eleventh graders are opting to sit for one or two Advanced Placement exams, thus strengthening their college admission credentials. Though only one course — Math 5 — is specifically designed for an A.P. syllabus, courses offered in the normal curriculum prepare the student sufficiently (supplementary work is sometimes necessary) for exams in English, American and European history, French, German, Spanish, Latin, Biology, and Studio Art.

ENGLISH

The English Department recognizes that the development of critical reading and precise expression is central to each student's intellectual growth. Each student is encouraged to sharpen his mind through close, analytic consideration of worthwhile literature in each of the genres and to express thoughts orally in small, seminar-type classes. The skills of producing effective prose are learned only through the repeated act of writing and rewriting; therefore, each student is assigned many expository essays, their content based upon the reading, their mechanics developed through close attention to acceptable usage, diction, and grammar.

English 1 — 1 credit — 9th grade. An introductory course in grammar, composition, vocabulary building, and literature. A weekly writing assignment of 300-400 words is required in addition to periodic book reports on outside reading. The literary theme deals with the period of transition from youth to adulthood.

English 2 — 1 credit — 10th grade. A competence program in grammar and composition wherein sentence patterns are examined in the fall, paragraphing in the winter, and essays in the spring. The reading program of short items, short stories, and essays is introduced in the winter and expanded in the spring to include larger works.

English 2A – The honors level course in English 2 designed to develop the skills of critical reading and expository and descriptive/narrative writing. The readings are taken from the classics of English literature. Students are selected for this section upon recommendation of their freshman teacher of English with the approval of the Chairman of the Department and the Director of Studies.

English 3 – 1 credit – 11th grade. A course in composition and literature. A weekly writing assignment of 500-600 words is required in addition to periodic book reports on outside reading. The literary theme concerns the search for values in American life.

English 3A – The honors level course in English 3.

English 4 – 1 credit – 12th grade:

English 4A – Advanced Placement English. An honors section built around the theme of freedom and responsibility. Reading includes works by Dostoevsky, Shakespeare, Mill, Plato, Conrad, Ibsen, Miller, Steinbeck, Hemingway, and Faulkner.

English 4B – A newly designed course emphasizing expository writing and analytic reading from substantial works of such writers as Shakespeare, Hemingway, Eiseley, and a wide variety of poets.

English 4C – "Innocence on Trial," a new course with reading drawn from Clark, Camus, Hughes, James, Plato, Lawrence & Lee, Fry, Shakespeare, Shaw, Sophocles, and Bolt.

English 4D – A course of American writers paralleling developments in United States history; writers include, among others, Lewis, Cooper, Twain, Hawthorne, Poe, Melville, Whitman, Dickinson, Norris, Dreiser, Faulkner, Fitzgerald, and Cleaver.

English as a Second Language – 2 credits. This course is for most foreign students in their first year at the Academy (and later, if necessary) and serves as a transition to American culture and the standard English curriculum. The linguistics half is similar to Language Study; the other half of this course consists of instruction in a literature and composition program.

Language Study – 1 credit – 9th and 10 grades. This is a course for those needing additional work, as determined by the Academy, in writing mechanics with emphasis on grammar, rhetoric, and vocabulary.

Spelling – no credit. Students lacking in a decent command of spelling rules and word demons will be placed in spelling workshops for brief periods to bolster this skill.

For students requring remedial work in reading and for students with severe spelling problems, tutoring can be arranged for an additional fee.

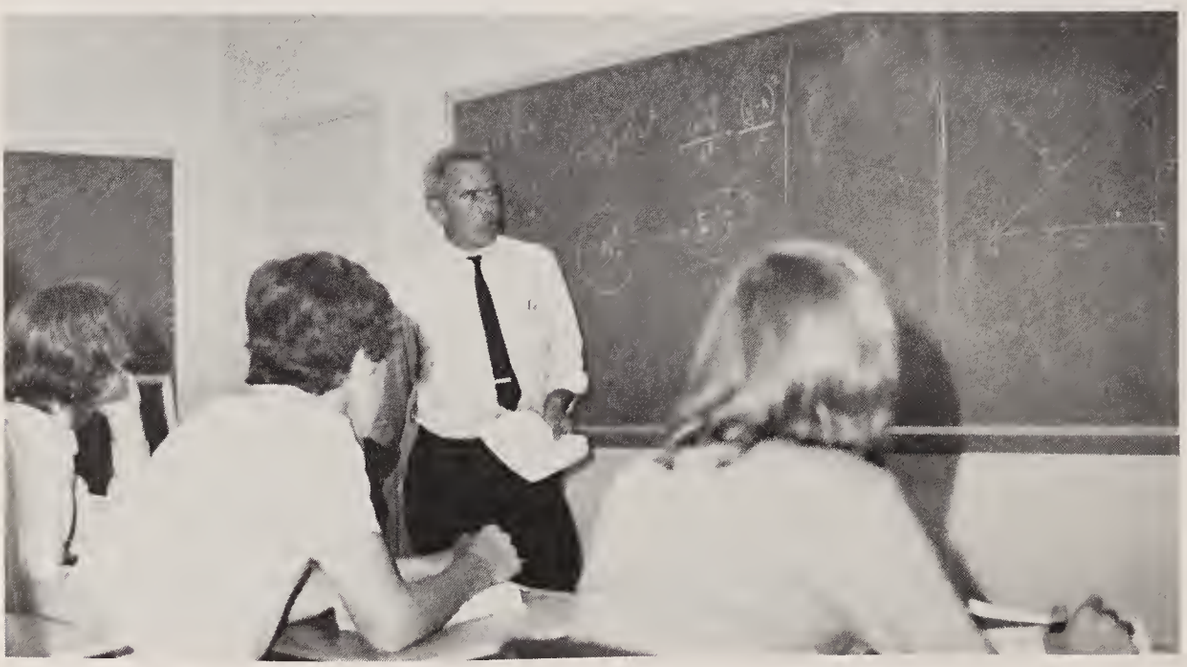
In the fall of 1978 the Academy will offer an optional developmental reading and study-skills program to all its students at a cost of $145.00. The 25-hour course will be conducted by the highly-regarded Readak Company. The course is designed to be helpful to every student, no matter what his present proficiency. All new students and interested returning students will be tested early in the fall to determine the level of each individual's reading skills, and parents will be informed then of their child's scores and given the opportunity to learn more about the program. The English Department recommends this program.

MATHEMATICS

As the Queen of the Sciences and one of man's mightiest intellectual achievements, mathematics stands at the heart of classical liberal education as well as serving an essential function in theoretical and applied science and technology. Increasingly, mathematics is becoming the familiar tool of business, medicine, and the social sciences. More and more college majors require concurrent study of mathematics.

The mathematics curriculum intends to develop competence in basic mathematical skills while exposing the student to the nature of the mathematical enterprise. Emphasis is placed on mathematical facts and concepts, the perception of patterns in space and numbers, logic and the development of proof, and the structure of mathematical systems. Nurturing disciplined thinking and precision in the use of language, the ability to arrive at valid generalizations and develop appropriate strategies is fostered.

Courses beyond those required prepare the student for pure and applied mathematics college programs as well as other disciplines relying on mathematics.



The mathematics department has a Wang 2200 computer with video and typewriter outputs and tape cassette program storage. The programming language BASIC is employed. The computer room is accessible to students every day between 8:00 a.m. and 10:00 p.m. All students in Math 2 are instructed in the rudiments of computer programming and the functions of each device comprising the system. The system is employed as part of the Math 4A and 4C courses, and its use by students in other courses may be encouraged. Interested freshmen may get an early start in this adventure.

Math 1 – 1 credit – normally in 9th grade. Algebra I – a logical development of a first course in algebra emphasizing basic concepts, understanding, and fundamental skills. Topics included: the Real Number system and its operations, open sentences in one and two variables, set concepts, absolute value, functions, Cartesian coordinate systems, graphs of linears, systems of linear equations, polynomials and factoring, operations with fractions, exponents and radicals, and quadratic equations through the quadratic formula.

Math 2 – 1 credit – normally in 10th grade. Geometry – Euclidean and coordinate geometry in 2 and 3 dimensions; congruence, similitude, measurement, and characterizations. Emphasis is placed on clear and precise language and the construction and understanding of deductive proofs in an axiomatic system. A special three-week introduction to computer programming is included.

Math 3 – 1 credit – normally in 11th grade. Algebra II and Trigonometry – an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of the ordered field properties; inequalities, polynomial, exponential, logarithmic, and trigonometric (circular) functions; conic sections; rational, real, and complex number systems; and graphing techniques. Students are prepared to take the Math Level I Achievement exam.

Math 3A – 1 credit. An honors section of Math 3 requiring departmental recommendation. Students are likely to continue to Math 4A and/or Math 5.

Math 4C – 1 credit. A continuation of the basic program developed in courses 1, 2, and 3. Additional topics are drawn from linear algebra, linear programming, and descriptive statistics. Emphasis is placed on modeling real world problems. The course is intended for students not following the traditional, predominant track (Math 4B) but for whom more mathematics will be useful in business and social science studies.

Math 4B – 1 credit. Pre-Calculus Mathematics – review and extension of material of the first three courses: algebraic structure and proof, the elementary functions, conic sections, matrices, sequences, the binomial theorem and mathematical induction, and elementary probability. The course is intended for students tending toward sciences or mathematics, or simply wishing to maximize their college major options. Students are prepared for mid-year Level I Achievement exam or end-of-year Level II.

Math 4A – 1 credit. Honors Pre-Calculus – one-half year devoted to probability and statistics with application of the computer; second half devoted to elementary functions, analysis, limit theory via sequences, and an introduction to the calculus of polynomials. Other topics reviewed as needed. Achievement exam preparation the same as Math 4B.

Math 5B – 1 credit. AB-level Advanced Placement Calculus – includes analytic geometry, limit theory and continuity (via sequences and ϵ - δ), differential and integral calculus of the elementary func-

tions, geometric motivation and formalism, and applications to graphing and physical situations. Advanced Placement exam administered in mid-May. Level II Achievement exam. Math 4B or 4A prerequisite.

Math 5A – 1 half credit. Taken concurrently with Math 5B in preparation for the BC-level Advanced Placement Calculus exam; offered only if sufficient demand exists. Topics include a closer look at limit theory, continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. Advanced Placement exam administered in mid-May. Achievement exam Level II. Math 4A prerequisite.

Notes:

1. At the start of the fall term all students in Math 2 and 3 will review and be tested in fundamentals of Algebra 1. Students with deficiencies will receive supplementary instruction; those with serious deficiencies will be placed back into Math 1.
2. Students completing the Math 1 - 3 requirement prior to the 11th grade must earn departmental approval on Level-I Achievement or enroll in Math 4.
3. Students who are aiming for engineering or business colleges or who wish to keep as many college major options open as possible will need to study four years of mathematics.

FOREIGN LANGUAGES

The Department of Languages offers full training in French, German, Spanish, and Latin.

In the modern languages, with the aim of teaching students to read, write, speak, and understand, all class work at all levels is conducted in the language under study. The main goal is to develop fluency at the "conscious" stage of language learning, i.e., using the language slowly, applying the rules of grammar, reasoning various relationships, and, in effect, using the language creatively. It is hoped that in the advanced classes students will move to the "automatic" stage of language learning, i.e., using the language substantially like their mother tongue.

At all levels, culture and history are presented in order to develop an appreciation of the contributions of other civilizations.

The Academy has a modern cassette Audio Laboratory which is used in conjunction with modern language courses.

In Latin, in addition to grammar, vocabulary and translation, some of the classics of Latin literature are read and examined.

The Department administers the Carroll-Sapon *Modern Language Aptitude Test* to all students in their Freshman and Sophomore years. This diagnostic test aids in the determination of language-related learning ability.

Satisfactory work at the third year level of a language permits a student to take the CEEB Achievement Test; more advanced work may lead to the Advanced Placement Examination if desired.

Two years of one language are required for graduation, but the Department recommends that students considering the major liberal arts colleges take at least three years of a foreign language.

The Department sponsors trips to foreign language plays and events in the

area, and is happy to organize and chaperone trips abroad during school vacations when interest warrants.

French I or II – Basic communication skills, both oral and written, are developed. Essential grammar is presented and the student is introduced to the civilization of France and the French-speaking world. Beginning reading skills are developed and a collection of readings supplements the text.

French III – Work is continued on communication skills. The major periods of French history are presented. The student is introduced to French literature through excerpts of different *genres* from the 12th century to the present. Reading skills are also improved through the reading and discussing of stories by Maurois, Camus, Ionesco and others.

French IV – An intensive review of grammar and verb forms is undertaken. Much attention is paid to the writing of short essays. Complete works are read, chosen from such authors as Racine, Voltaire, Camus, Boule, and Anouilh.

French V – The course is much like French IV but with more independent work. Emphasis is placed on developing insight into literary problems and composition skills.

German I – Elementary grammar is introduced to enable the student to express himself idiomatically in a variety of conversational contexts. Also included is work with an elementary reader.

German II – The study of grammar is continued, but with greater emphasis placed upon writing and vocabulary development through the composition of short narratives based upon stories read in class. One short detective novel is also read.

German III – Practical application of previously learned grammar and further vocabulary development are stressed through the study of German society, culture, geography, and history, along with the introduction of more advanced grammar. Films and outside speakers are also included, and one major play and several short stories are read.

German IV – Greatest attention is given to developing a solid command of the German language through weekly papers, oral presentations based upon German history and other subjects, and dealing with important works in German literature by authors such as Brecht, Dürrenmatt, and Kafka. The class also edits and publishes a German newspaper three times during the year.

Spanish I or II – Basic communication skills, both oral and written are presented. Emphasis is placed on vocabulary building and grammar. Hispanic civilization and customs are introduced.

Spanish III – Work continues on communication skills. Literature is introduced. Class discussions and essay questions are based on readings about Spain and Latin America.

Spanish IV – Grammar is thoroughly reviewed. Class discussions and written reports analyze complete works by such authors as Cervantes, Galdós, Garcia Lorca, and Casona.

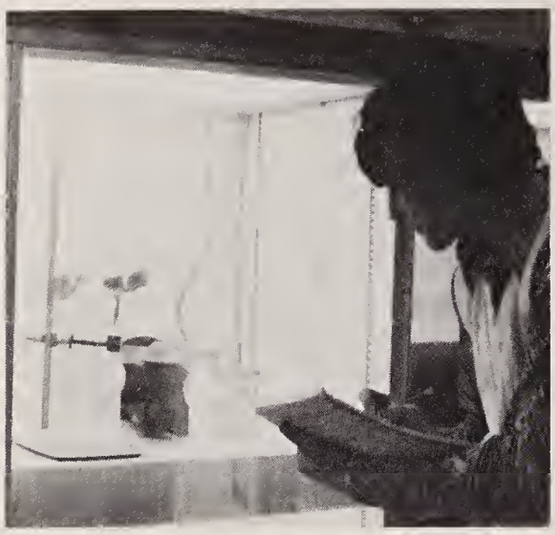
Latin I – Basic grammar and vocabulary are presented. Beginning reading and translation skills are developed.

Latin II – The presentation of grammar and vocabulary continues as does translation work. Students read *The Argonauts* and selections from Julius Caesar.

Latin III – An intensive review of grammar is undertaken. Readings are from the philosophical works and political orations of Cicero.

Latin IV – Grammar is reviewed rapidly and works of Virgil are read and analyzed.

SCIENCE



The main objective of the science department is to aid students in developing an appreciation for the scientific way of problem solving. Throughout the department students are encouraged through generous amounts of laboratory experience to develop an understanding of the empirical method as well as the role of rational thought and model building. Stress is laid on how theories and laws are developed rather than the accumulation of facts.

With the heavy orientation on discovery through laboratory work, students develop a sense of doing science rather than simply reading about an organized and static collection of knowledge. It is hoped that the students become aware of the vitality and continuing development of science as one of man's great intellectual achievements.

Science 1 – 1 credit – required for all 9th graders; waiver granted for certain equivalent courses such as I.P.S. Three ten-week introductions to physics, chemistry, and biology considering respectively hydrostatics and measurement, the structure of matter and chemical reactions, and the ecological approach to biology. All sub-courses emphasize keen observations, critical thinking, laboratory techniques, applied algebraic and graphing techniques, data interpretation, and error analysis.

Biology 1 – 1 credit. A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models.

Biology 1A – 1 credit. An introductory survey course in biology emphasizing the continuity of life from a bio-chemical point of view. An advanced level text is used in this course. One year of chemistry is prerequisite. (May not be taken in addition to Biology 1.)

Biology 2 – 1 credit – 12th grade. Biology and Physiology. A second year course dealing with bio-chemistry, physiology, and evolution. Laboratory work includes the making of histological slides, bacteriology, and a study of the student's choice. Biology 1 prerequisite; not recommended as a sequel to Biology 1A.

Biology 3 – 1 credit – 11th or 12th grade. Ecology. A second year course in ecology and field biology considering energy, population, and behavior. Laboratory work occurs in the field doing research in the marsh and upland areas of the campus. Biology 1 or 1A is prerequisite; chemistry and mathematics background is beneficial.

Chemistry – 1 credit – 11th or 12th grade; 10th grade by permission of the department. A general introduction to chemical theory and laboratory procedures.

Advanced Chemistry – 1 half credit – 11th or 12th grade with permission of the department. A general review followed by projects or topics chosen by students and instructor.

Physics – 1 credit – 11th or 12th grade. A PSSC course supplemented with other materials making use of the discovery method and relying heavily on laboratory work in Mechanics and Optics. A good

background in Algebra 1 and Geometry with concurrent study of Algebra 2 and Trig are necessary.

Advanced Physics – 1 half credit – 12th grade with permission of department. A continuation of PSSC Physics considering electricity, magnetism, and atomic structure. Weekly goals and progress checks are worked out between the student and instructor.

Electricity 1 – 1 half credit – 10th, 11th, or 12th grade. A course in DC and AC network analysis. Resistive, capacitive, and inductive elements are examined in various circuits. The course is almost entirely laboratory oriented. A chance for students to experience and assess teacher and student roles occurs in a unit of working with 4th graders at a local public school.

Electricity 2 – 1 half credit – 11th or 12th grade. A programmed independent study course in advanced circuit analysis, tubes and transistors, and basic electronic devices such as power supplies, amplifiers, and oscillators.

Notes:

1. Potential pre-med and biology majors should take chemistry first and then Biology 1A. Physics would be most helpful to these students, either prior to or following Biology 1A.
2. Potential science majors who plan to study each of the three basic science courses are advised to follow the sequence: Chemistry, Physics, Biology IA.
3. Engineering candidates should include both Chemistry and Physics in their programs; they should plan to take a College Board Achievement Exam in either one or both, along with Mathematics.
4. Full-credit science courses, except Science 1, meet 6 or 7 periods per week, including laboratory periods.

HISTORY

History at the Academy is an exciting investigation of people moving through time, and the multitude of problems and promises that we are heir to. Each course in the History Department is designed to introduce the student to the heritage of our culture as well as cultures around the world. Recent additions to the curriculum in the social sciences focus on the political, economic, social, and ideological dimensions of mankind.

To stretch reasoning, to sharpen critical skills, to make contemporary events understandable, to comprehend the interrelatedness of our complex civilization are some of the basic reasons for studying in this Department. We view the offerings as a means to think, read, write, and speak analytically, often to study areas of man's experience never met before. Students learn in frequent discussions the value of interpretation, evaluation, and criticism. Our research projects encourage the effective use of primary sources and the library. We view our study as a universal one, giving each student the tools so necessary for effective analysis and interpretation.

The program at Governor Dummer contains a wide variety of options for every student. One history course should be taken prior to the required course in United States history.

Ancient History – 1 credit – 9th grade normally. This introductory course concentrates upon the study of the rise and fall of nations and civilizations. Its three-term sequence of study includes the early civilizations of the Near East, Ancient Greece, and Ancient Rome.

Asian History – 1 credit – 10th or 11th grades normally. A course designed primarily for underclassmen, this study emphasizes the two important civilizations of the Far East – China and Japan. A primary objective of this course is to have each participant understand the themes and trends which are discernible throughout each nation's history and which in turn aid in our understanding of each country today.

Modern European History – 1 credit – 11th or 12th grades. This is largely a survey course of the political, economic and social development of the countries of Europe. In both discussion and in research, there is considerable emphasis placed upon the theme of the complex interdependency of European history, from the 17th century to the present. (Offered in alternate years; **not** offered in 1978-79.)

Russian Studies – 1 credit – 11th or 12th grades. A course designed for upperclassmen, this surveys the central themes of Russian history and the creation of the Soviet Union. There is also emphasis on the importance of geography, the literature and art, and political ideology. Interpretative skills, understanding documentary sources, and research techniques are included in the course's approach. (Offered in alternate years; **will be** offered in 1978-79.)

United States History-A – 1 credit – 11th or 12th grades. Within the interesting chronological approach to our nation's heritage, this upper-level study emphasizes: the decision-making process as it is related to major events; the ideological and philosophical traditions of the country and the basic concepts and phenomena which have shaped political and economic policies. The three Position Papers for the course enable the student to make an in-depth analysis of a specific period using a combination of primary and secondary sources, and his own interpretative skills.

United States History-B – 1 credit – 11th or 12th grades. This course is often called the "Learning Package" for it is an honors-level independent study program. It includes several topic options including units in: chronology, immigration history, Black America, the Cold War, and contemporary American ideologies. (With Departmental approval.)

Economics – 1 half credit – 11th or 12th grades. The American economy is the primary focus of this study, and includes detailed analysis of the modern techniques used by economists to measure economic factors. Such topics as energy issues, population, poverty, and ecology are also investigated. (Not offered in 1978-79.)

Sociology and Psychology – 1 credit – 12th grade. This course first investigates the major themes in the field of Sociology, including cultural sociology, race and social change, and social behavior. The Psychology aspect studies such topics as learning, motivation, human development, and personality.

Politics and Government – 1 credit – 12th grade. A political science approach to American Government which includes specific investigation of Constitutional development, the Bill of Rights, political behavior, and policy-making. A year-long theme of elitism versus pluralism will underscore each unit of study. U. S. History is prerequisite.

Independent Study – 1 half credit. Research and individual study in areas selected by the student in consultation with an advisor from the Department.

ART

Since there is no way to appreciate a work of art so well as by producing one and since there is no way to learn creativity and its pleasures and pains except by creating, Art affords an experience in learning by doing.

Studio Art 1A – 1 half credit – 10th, 11th, or 12th grade. "Exploring Media": studio work in a variety of media with emphasis on freedom of expression and development of the individual idea. Finished pieces in five media are required with some work in both student exhibits. No previous experience necessary. One-hour classes meeting twice each week. Cost of supplies: approximately $37.

Studio Art 1B – 1 half credit. An intermediate studio course representing a continuation of the 1A course and leading to the advanced course. Class meets in two consecutive periods once each week. Supplies to be purchased as needed and work to be exhibited. Permission of the instructor required before enrolling.

Advanced Studio Art – 1 credit – for juniors and seniors with considerable experience and a high interest in the field, or who perhaps wish to prepare for the Advanced Placement exam in Studio Art. Each student will pursue some phase of art in depth and will contribute both in quality and quantity to the student exhibits. Two hours of supervised work and two hours of independent work per week. Supplies to be purchased as needed. Permission of the instructor required before enrolling. Studio Art 1B normally expected as prerequisite.

Photography – 1 half credit – 10th, 11th, or 12th grade. A course in camera and darkroom techniques. A fee of approximately $40 covers photographic supplies. Students will need a camera; a 35 m.m. or 2¼ format camera, preferably with light meter, would best suit the needs of the course. Students exhibit their work in a spring showing.

Art History – 1 half credit – 10th, 11th, or 12th grade. The purpose of the course is to cultivate art appreciation and to acquire a general knowledge of the chronological developments of Western Art in architecture, sculpture, and painting from the prehistoric to the present.

The Parsons Schoolhouse Gallery is complementary to the studio course, and professional artists are chosen to display a wide variety of media and style. A reception is held for each exhibit and affords the student an opportunity to meet artists and talk with them about their work. There are also three student exhibits each year: one presenting photography; one exhibiting drawings, prints, and watercolors; and one showing acrylics, collages, and sculpture.

MUSIC

The aim of a school music program should be to acquaint the student with as many of the aspects of music production as can be meaningfully absorbed. Basically, we try to provide an opportunity for the student to deal with musical composition, performance, and knowledgeable listening. The classroom courses in music theory, electronic music, and music history deal largely (though not exclusively) with composition and listening, whereas our performing groups, the jazz band, glee club, and chamber ensemble, provide opportunity for improving performance skills. Likewise, students who study privately have many opportunities for performance.

A student who is planning to continue music training after Governor Dummer would be wise to take each of the courses, as they deal in quite different specific areas, and having done so, should be able to understand the total processes of music.

Electronic Music Composition – 1 half credit – 10th, 11th, or 12th grade. Designed to allow the student to be creative in the world of sound. The electronic music studio is substantial, including a Moog synthesizer, and 2 and 4 channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required.

History of American Music – 1 half credit – 10th, 11th, or 12th grade. A survey course tracing the development of American popular music including jazz, Broadway musicals, rock, and commercial (media) music. The course covers music from 1900 to the present, examining musical styles, composers, and performers. No musical background is required.

Music History – 1 half credit – 10th, 11th, or 12th grade. Covers stylistic changes from the Renaissance through the present. Emphasis is placed on the study of the evolution of form, orchestration, and sociological influences on music. Twentieth Century music is considered during the spring term. No musical background is required.

Music Theory – 1 half credit – 10th, 11th, or 12th grade. Introduces the student to basic elements of music: musical notation, scale constructions, and triadic harmonies. The ear is developed through frequent use of solfege and dictation. Melodic composition is studied in depth.

Music background is advantageous but not required.

Instrumental Music – all grades. Individual weekly lessons are available at $70 per term in all orchestral instruments, piano, organ, and voice. One half credit may be earned if lessons are accompanied by four practice sessions and participation in one of the Acadmy's instrumental groups.

SPEECH

Speech – 1 half credit – Required for all seniors. A course designed to train students to think and to express themselves coherently and forcefully in front of an audience.

RELIGION

"The unexamined life is not worth living."

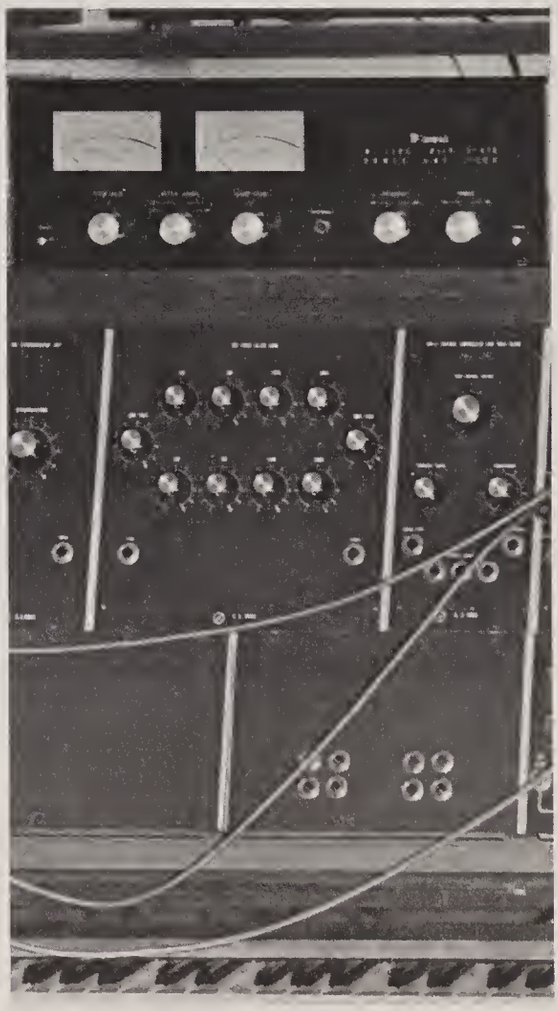
Plato

Religion A – 1 half credit – 10th, 11th, or 12th grade. "The Religious Dimension of Life" – 'At its heart, all theology is essentially autobiography!' Through the reading of others' life stories and the writing of the student's own, this course is designed to help the student reach an understanding of what "religion" is or may be to his or her life.

Religion B – 1 half credit – 10th, 11th, or 12th grade. Biblical Literature – a look at the major stories and themes of both the Old and New Testaments and an attempt to understand them for our life in the Twentieth Century.

Religion E – 1 half credit – 10th, 11th, or 12th grade. "Ethics and the Self" – a look at the decision-making process and its application to a variety of social and personal issues. Such issues as prejudice, poverty, death, personal identity, and values clarification will be dealt with. Papers on these topics will be required throughout the year.

Independent Study – 1 half credit – requires consent of the instructor.



HUMANITIES – ON CAMPUS

The humanities program on campus is what the students make of it. As it is totally voluntary and often run largely by students, the clubs, publications, and activities expand and contract according to student interest.

There are many opportunities for students to become involved in campus activities. Organizations are always looking for students who are willing to contribute some time and enthusiasm. Many students find their main problem is finding time to sandwich activities into a busy schedule of academics and sports. Determined students find time to publish the school newspaper (THE GOVERNOR), put GDA students on the air on the campus FM radio station (WQLI), or present concerts of rock and jazz music.

Participation in activities such as the Glee Club, the Photography Club, or the yearbook (THE MILESTONE), also increases the community feeling one develops at GDA. The size of the school encourages friendships which cross age lines. Seniors become friends with sophomores; teachers become real people. The shared satisfaction of climbing a mountain with the Outing Club or listening to applause after a successful play strengthens the group feeling of the people who made it happen.

The number of activities for students to experiment with is flexible. New opportunities open up as students become interested in different activities. Aside from the clubs and organizations already mentioned, students may relax and express themselves through the Black Brotherhood, Bible Study, or fly fishing. The art room and shop are available during weekdays and on Saturday mornings. Music groups range from the Glee Club to the Chamber Ensemble to the "Post-Bebop Space Rock Ensemble." Photography contests culminate in prizes and exhibitions. The facets of dramatic productions such as "Our Town," "You're a Good Man, Charlie Brown," and Agatha Christie's "The Mousetrap" inspire diverse types of short-term commitment. THE GOVERNOR and THE MILESTONE use all sorts of business and advertising people as well as writers and photographers. The campus abounds with activities and entertainment in which students take part and enjoy the finished product.

M.A. M-S.

HUMANITIES – OFF CAMPUS

Governor Dummer's proximity to Boston led to the development of the off-campus humanities program. Through trips sponsored by the program students are able to broaden their experience in the worlds of theater, music, and art. Boston has an active theater season, as well as the Boston Symphony Orchestra, the Museum of Science, the Fine Arts Museum, and many other institutions. The large number of colleges and universities provides the opportunity to see good amateur theater.

Every boarding student is required to go on at least one off-campus humanities trip per term. Day students frequently attend the programs, also. Recently students have seen "Bubbling Brown Sugar," "Equus," Sarah Caldwell directing "Rigoletto," and Seiji Ozawa directing the Boston Symphony Orchestra in a performance of Wagner's "Die Walküre." Visits to the various museums of science and art are scheduled for rare free afternooons. This variety of cultural activities affords all students the opportunity for personal growth beyond academics and athletics.

M.A. M-S.

DRAMA

The Drama Club of GDA, or the "Academy Players" as it is sometimes called, has become increasingly popular in the past few years. In the 1977-78 year approximately one-third of the students at the Academy participated in some area of our productions. Three officers are chosen annually, and along with the faculty advisor, they begin the year by choosing a play. The fall term may hold in store a drama or a comedy such as "Mousetrap" by Agatha Christie or "Death of a Salesman" by Arthur Miller. Juniors or seniors may take an athletic free term and participate only in theater, or any student may combine acting and sports. The fall rehearsals are held between athletics and evening study hours, and the curtain goes up in mid-November.

The winter production is always a musical to lift everyone's spirits in mid-February, such as "You're a Good Man, Charlie Brown," "Guys and Dolls," and "The Boyfriend." Rehearsals are held during the afternoon because winter schedules make it difficult to participate in both sports and drama.

Our spring production is directed by two seniors who have a continuing interest in theater. They choose the play and hold their own auditions with the help of the faculty advisor, but it is primarily a student production. Past springs have seen "Come Blow Your Horn" by Neil Simon and "Black Comedy" on our stage. "Alice in Wonderland" was staged "in the round" and "The Birds" was performed at a dinner theater in the dining hall.

The Drama Club has a place and a welcome for anyone with an interest in acting, singing, makeup, dancing, costumes, set design, props, set construction, directing, lighting, sound effects and/or publicity. At times trips are taken off campus to drama workshops, and the Academy is a member of the International Thespian Society.

K.A.L.

COMMUNITY SERVICE

The Academy's Community Service Program provides free aid to Newburyport area service institutions while broadening the student through educationally valuable experiences. Under the supervision of the program director, students may become involved in various activities in nearby communities including assisting at nursing homes and day care centers, and working at the Y.W.C.A. pool and the Anna Jacques Hospital. Students have also participated in a workshop for handicapped adults and worked with mentally retarded children who were brought to the campus for a recreational program. The Community Service Program is open to juniors and seniors for at least two terms a year. Students are involved in the program in the afternoons after classes, Monday through Friday. The school provides transportation to and from Newburyport.

DORMITORY LIFE

Dormitory life is a dimension of special importance in the life of the Governor Dummer student. As one dorm master pointed out, it is in the dorm that one really learns to study and to make friends and thus to mature both academically and socially. The dorm atmosphere at Governor Dummer is such that one may study whenever he wishes; at the same time, it is easy to enjoy friends and make new ones.

Each dorm has one or more dorm masters who live in the dorm and serve as faculty advisors for the residents. For underclassmen there are also resident senior proctors who are both student counsellors and just friends to hang around with. In all dorms evening study hours extend from 7:30 p.m. until breakfast the following morning. For freshmen, evening study hall, which as opposed to the more relaxed study hours, is reserved for study only, extends from 7:15-9:15 p.m. Sign-in time is at 9:45, and lights out is at 10:15. For sophomores, the same rules apply only the above times occur fifteen minutes later. Upperclassmen dorms have study hours from 7:30 until lights out, although juniors have study hall from 7:30-9:30. Sign-in time for upperclassmen is at 10:30 while lights out is at 11:00 for juniors and midnight for seniors. "Late lights" may be granted once or twice a week by the dorm master upon request of the student in order that he may finish academic work.

The dorm is a friendly and special place for the Governor Dummer student. In whatever shape or form, the dorm is the student's home base. There he may learn to organize himself in his own fashion while not being deprived of assistance from fellow students or faculty. Meanwhile, along with his own sundry hobbies and activities, the student may grow in his academic work and in his relations with other people.

M.P.G.

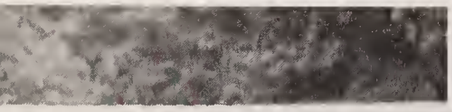
WEEKENDS

School policy allows all "old" students in good standing unlimited Saturday weekends and some Friday weekends. New students will have limited Saturday and Friday weekends during their first fall term after which they become "old" students. Barring on-campus commitments, this plan enables a student to see friends at home, visit the home of another student, go skiing, spend the day in Boston – to get into the community at large. The short absence permission allows the student to be away from campus for a part of the day. A letter of permission from parents will permit a student to ride with drivers under twenty-one on *approved permissions.* The school reserves the right to restrict an individual to campus if his or her academic or disciplinary record is subject to question.

SOCIAL COMMITTEE

A committee to organize social events is very important at a boarding school such as Governor Dummer Academy. During the week there is not much time for planned social activities because of the full academic, athletic, and extracurricular schedule. However, the Social Committee does its best to plan weekend programs which will please the entire community. The Committee consists of one faculty advisor and a group of thirteen juniors and seniors selected by the student body. They meet frequently throughout the week and try to organize interesting events. Many dances with neighboring schools are held both at home and away. Other activities include coffee houses, exciting volleyball games, skating nights, trips to local fairs, and much more. If these do not interest a student, there are movies for those who prefer a quieter atmosphere. At times it seems an impossible task to satisfy everyone, but a real effort is made to arrange enough variety to make most people happy most of the time.

L.E.A.



ATHLETIC PROGRAM

Athletics play a major role in a Governor Dummer student's career. They provide one more way for the individual to establish respect for himself as well as for others. Regardless of which sport it is, each participant is pushed mentally and physically to attain goals never before reached.

There are three areas of athletic participation available: interscholastic competition, intramural competition, and physical education. Each freshman and sophomore boy or girl is required to be a player on, or a manager of, a team that is involved in interscholastic competition during each of the three seasons. Junior boys or girls are required to be a player on, or a manager of, an interscholastic squad during at least one season. During the remaining two seasons they may take one or two "Free Terms from Athletics," or participate in interscholastic sports as they desire. The requirement for each senior boy or girl is one season of either interscholastic or intramural athletics; however, new seniors are expected to participate in the interscholastic program for at least one season. The remaining two seasons would allow participation in interscholastic or intramural athletics, or free terms.

Of course not everyone is a great success in athletics, and for those upperclass students who do not wish to be involved on an interscholastic or an intramural team, a Free Term from Athletics is available. Free term projects are varied and they provide students with the opportunity to pursue special interests in such areas as art, music, drama, and creative writing. Community service projects also fall under the Free Term from Athletics option. As the school strongly believes in some form of regular exercise, physical education classes are required for the students who elect a free term.

On weekends and in spare time, recreational golf, tennis, skating, skiing, and fishing are available in season. During the winter months, Sunday trips to various ski areas are organized under the supervision of a faculty member.

The Academy fields interscholastic teams in the following sports: for boys — football, soccer, hockey, basketball, wrestling, lacrosse, baseball, spring track; for girls — field hockey, soccer, basketball, volleyball, lacrosse, spring track; coed — cross-country, cross-country skiing, winter track, golf, and tennis. Soccer for boys and tennis for girls in the fall, a coed outdoor program and dance for girls in the winter, and coed softball in the spring are available for intramural competition.

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GILL
GIL

STUDENT GOVERNMENT

Most students and faculty agree that an official means of communication between the student body and the policy makers of the Academy is imperative. The Student Council serves as this link. It is through this body that student opinion can be expressed to the administration and faculty. Yet the Council is not a power body, rather a suggestive committee whose role is to legitimize student opinion to the point of it being considered valuable by the school policy makers. Thus students, in an indirect way, can affect the environment in which they are educated.

At present there are sixteen students serving on the Council. These members, elected by their peers, represent all classes from both the boarding and day student populations. A Council member's term is one year long. The group meets once a week for about forty-five minutes. Meetings are run by the chairman of the Council, and the faculty advisor is present to give his advice. Most meetings are open to the members of the community; guest speakers and debaters are also welcome.

The Student Council is a good way of expressing the thoughts and ideas of the student body, but it is not the only way. During a school year many ad hoc committees are set up to evaluate different aspects of the school.

P.J.C.

RULES

One particular strong point about Governor Dummer is that most of the students agree that to maintain the well being of the community there must be rules and they must be enforced. It realizes that its students are liable to make mistakes and feels that, having gone through the experience of the situations, they will probably never commit them again. The Academy is willing to take the chance to give these students, except in certain cases, the opportunity to prove, not just to the students or the faculty but to the community as a whole, that they can make worthwhile contributions instead of merely being detrimental to the school. Governor Dummer is not only interested in building strong minds and bodies, but strong characters too.

There are five major rules. The first is that students are expected to act honestly in all of their dealings, with consideration for others, and with consideration for the property of others; second, that no student shall possess or use alcoholic beverages or drugs while under school authority nor return to school from any absence under the influence of alcohol or drugs; third, that no boarding student shall leave campus without prior authorization from the appropriate officer of the school; fourth, that visits by boys and girls to one anothers' dormitories shall be strictly within the conditions outlined in the Rule Book; and fifth, that no boarding student shall be out of the dormitory between sign-in time and 6:00 a.m. without specific permission from the dormitory master.

Only those students with written parental permission shall smoke and then in designated rooms or lounge areas. The Dress Code varies with the occasion. For everyday classes it is informal attire but not including dungarees and shirts with no collar. For more formal occasions, jackets and ties or dresses may be required. The length of a person's hair is regarded as his own affair, but he must keep it clean and neat.

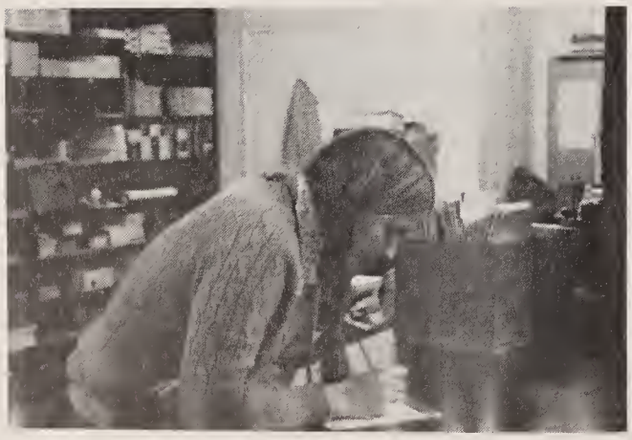
EXPENSES

The school establishes its operating budget on the basis of enrollment of all students for the entire academic year. For this reason, in the case of a student absent, withdrawn after August 1, or dismissed, no adjustment of tuition charges will be made except by vote of the Board of Trustees.

Over the four year period that a student may spend at the Academy, it is unlikely that tuition will remain fixed. Significant cost increases will inevitably necessitate tuition increases and/or special surcharges caused by unexpected changes in our economy.

BOARDING STUDENT EXPENSES

The current annual charge is $5350 payable in installments of $2675 on or before August 1 and $2675 on or before December 1. Payment may be made through any one of the various bank or insurance company plans, details of which are available on request. This charge covers tuition, room and board, out-patient treatment at the infirmary and some additional infirmary expense; dormitory room furniture; use of library and laboratories with their equipment; athletic uniforms and helmets (not shoes); and other items.



DAY STUDENT EXPENSES

The current annual charge is $3400 payable in installments of $1700 on or before August 1 and $1700 on or before December 1. It, too, may be paid through one of the commercial installment plans. The charge covers tuition, luncheons and occasional other meals, and the use of all facilities available to boarding students except residence in a dormitory or the infirmary.

ADDITIONAL EXPENSES

There will be various additional expenses which vary widely with individual students. Parents will be asked to establish with the school a deposit account of $150, against which students charge extra expenses, and to replenish the deposit account when it falls below $75. Such expenses may include some, though hardly all, of the following: laundry service, books, school supplies, sweat suits, subscriptions to school publications, team photographs, club membership fees, College Board examination fees, transportation to and from Boston at vacation periods, optional bus trips, athletic foot wear, hockey and lacrosse sticks and gloves. These expenses average to about $500 per year for boarding students and $275 for day students.

ADMISSIONS

Governor Dummer seeks students for whom it believes it can do the most and who seem likely to contribute most to the school in one way or another. Evidence of good character and ability to do Governor Dummer work are the first requisites sought by the Admissions Committee. The Committee takes into consideration grades, test scores, recommendations, extracurricular abilities, interview impressions, and any other information available about the candidate.

Most new students enter Governor Dummer in the ninth and tenth grade years. There are a few places open each year for eleventh grade applicants and on occasion for the twelfth grade, but not for a postgraduate year.

The school is interested in having boarding students from all sections of the country. There is no geographic limit to the area from which a day student may apply, with the understanding that the Academy does not furnish transportation.

Governor Dummer Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, scholarship programs, and athletic and other school administered programs.

Admissions procedures are normally the filing of an application, *preliminary* if prior to December preceding the year of proposed admission, or *final* thereafter. A fee of $15 must accompany the final application. In addition, there are forms to be filled out by people at the candidate's current school. Either before or after application a visit to the Academy *by appointment* for a tour and interview is urged though not required. If distance makes it impractical for a candidate to visit the campus, the Admissions Office will try to arrange an interview with an academy representative elsewhere. The Secondary School Admission Tests, administered at centers throughout the world, are asked of all candidates for admission to grades 9-11. The SSAT will be given on five Saturdays in 1978-79: December 9, 1978; January 20, 1979; March 3, 1979; April 28, 1979; and June 16, 1979. On January 20 and April 28, 1979, the test will be administered in foreign countries as well as in the United States.

Governor Dummer will not issue formal acceptances for September 1979 until March 10, 1979. Places will be saved until April 10, 1979, for those accepted on March 10. In cases of later acceptance they will normally be saved for three weeks. A $100 enrollment deposit, not returnable but credited against the first tuition payment, is required with enrollment.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified students. There is no set schedule of scholarships, the awards depending upon the strength of the student's qualifications and financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. This form must be submitted each year, as scholarship awards are reviewed annually. Both boarding and day students may qualify for scholarship aid.

There is a special scholarship policy for day students from the Town of Newbury and the Byfield Parish. If need is indicated by the School Scholarship Service form and the student qualifies for admission, he or she will be awarded up to $1000 in scholarship aid. If aid beyond $1000 is needed, it must be earned in competition with other applicants from beyond the Town or Parish.

COLLEGE PLACEMENT

In the spring of his junior year, one starts to worry about what he will do after the spring of his senior year. Most Governor Dummer graduates go on to college, but there are usually a few who have other plans. At this point in his life, the student must look back at his high school career and evaluate it in terms of the bearing it has had on his development as an individual; he must also look ahead and consider his future from a realistic perspective.

At Governor Dummer one of the chief duties of the Director of Guidance is that of counseling with students and their parents on college plans. At first, this means reviewing a list of anywhere from one to two dozen college possibilities. Hopefully by the end of his junior year the student has narrowed down the list so that he will have a good idea of what colleges he would like to apply to. He is urged to take advantage of time in the summer to visit colleges and to see for himself the premises on which he may be spending four or more years of his life. During the fall, many admissions officers from various colleges visit Governor Dummer. In his junior and senior years the student takes the College Board Examinations, both aptitude and achievement tests.

As the boy or girl approaches the end of his Governor Dummer life, he must look forward either to what the world has in store for him or what he has in store for the world. Hopefully his high school years at Governor Dummer will have made it possible for him to look ahead with confidence in his knowledge and ability, and with confidence in himself.

Colleges receiving three or more graduates from the classes 1973-1977 are the following:

Amherst	3	Kenyon	6
Babson	3	Lafayette	3
Bates	8	Lake Forest	4
Bentley	3	Lehigh	3
Boston College	8	U. of Maine	8
Boston University	8	M.I.T.	3
Bowdoin	7	U. of Massachusetts	8
Brown	4	U. of Michigan	3
Cambridge (England)	4	Middlebury	4
Clark	4	Muhlenberg	3
Colby	12	U. of New Hampshire	29
Colby-Sawyer	3	Northeastern	5
Colgate	4	Northwestern	4
Connecticut College	4	U. of Pennsylvania	3
Cornell	9	Princeton	4
Dartmouth	9	Rensselaer Poly. Inst.	3
Denison	3	Rollins	3
U. of Denver	7	Syracuse	11
Drew	4	Trinity	8
Franklin and Marshall	8	Tufts	14
Gettysburg	4	Union	3
Hamilton	3	U. of Vermont	6
Hartwick	5	Wesleyan	3
Harvard	8	William Smith	4
Hobart	15	Worcester Poly. Inst.	7
Ithaca	9		
Johns Hopkins	3		

GEOGRAPHICAL DISTRIBUTION

For the school year 1977-1978 the Academy enrolled 189 boarding students from 16 states, the District of Columbia, and 8 foreign countries as follows:

California	2	Pennsylvania	1
Connecticut	4	Rhode Island	1
District of Columbia	1	Texas	4
Florida	1	Vermont	2
Maine	6	Virginia	1
Massachusetts	98	England	2
Mississippi	2	Greece	1
New Hampshire	36	Iran	6
New Jersey	2	Nicaragua	3
New York	6	Norway	1
North Carolina	1	Saudi Arabia	1
Ohio	4	Thailand	2
		Venezuela	1

BOARD OF TRUSTEES

President	
Richard D. Phippen '38	Wenham
Vice President	
Carl A. Pescosolido, Jr. '55	Exeter, California
Secretary	
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Treasurer	
George E. McGregor, Jr. '51	Haverhill
Frederick G. Crane, Jr.	Dalton
Shirley S. French	Andover
Stanley A. Hamel '45	Seabrook, New Hampshire
Edgar F. Kaiser, Jr. '61	Vancouver, B.C.
George D. Kirkham '51	Gates Mills, Ohio
Phebe S. Miner	Andover
James B. Moseley	Hamilton
Richard B. Osgood '53	Wenham
William R. Plumer '53	Waban
David L. Powers '52	New London, New Hampshire
John W. Ragle	Byfield
Peter R. Remis '52	Swampscott
Frederick M. Smith, II '52	Dallas, Texas
Widgery Thomas, Jr. '43	South Freeport, Maine
Josiah H. Welch '47	Newburyport
Nathan N. Withington '58	Hanover
Paul W. Wright	Lexington

TRUSTEES EMERITI

Morris P. Frost '35	Lake Park, Florida
Lispenard B. Phister	Newbury

ALUMNI TRUSTEE

Jeffrey L. Gordon '69	Newport, Rhode Island

FACULTY EMERITI

Edgar Daniel Dunning, 1930-1966	*Instructor in Mathematics and Business Manager Emeritus*
Thomas McClary Mercer, 1930-1969	*Instructor in English Emeritus*
A. Macdonald Murphy, 1931-1974	*Instructor in English Emeritus*
Arthur Woodbury Sager, 1930-1969	*Instructor in Speech Emeritus*
Benjamin Johnson Stone, 1932-1975	*Dean of Faculty Emeritus*
Esther Dikeman Thurlow, 1957-1969	*Librarian Emerita*

FACULTY 1978-1979

John Williams Ragle — *Headmaster*
University of Chicago 1943, S.B.;
Middlebury 1951, M.A.
Appointed September 1, 1972.

David Swydan Abusamra — *French, Spanish*
Holy Cross 1969, B.A.;
Middlebury 1970, M.A.
Appointed September, 1972.

Laurel Elizabeth Abusamra — *French*
Hollins 1969, B.A.;
Middlebury 1970, M.A.
Appointed September, 1972.

Robert E. Anderson — *Director of Athletics, Biology*
Kenyon 1957, A.B.
Appointed September, 1957.

Pierre Nino Baratelli — *Department Chairman, Modern Languages; French; Director of Humanities Program*
University of Colorado 1956, B.A.;
1959, M.A.; University of Dijon;
University of Texas
Appointed September, 1967.

Mary M. Blair — *Director of Music Program*
Lawrence 1966, B.Mus.
Appointed November, 1976.

Susan Lynn Brown — *Science, English*
Bowdoin College 1978, A.B.
Appointed September, 1978.

Barry Allen Burlingham '71 — *Associate Director of Development*
University of Lancaster (England) 1975, A.B.
Appointed June, 1976.

Donald A. Champoux — *Business Manager*
Business College
Appointed January, 1974.

Robert Scott Clagett — *German, History*
Brown 1973, B.A.; — *On leave 1978-1980*
University of Kiel 1972
Appointed September, 1973.

Elizabeth Blake Clark — *Girls' Athletics*
University of Denver 1972, B.A.
Appointed September, 1975.

Warren Marshal Clunie — *Department Chairman, English*
Franklin and Marshall 1962, B.A.;
University of Pennsylvania
Appointed September, 1968.

Chalmers C. Congdon — *Mathematics*
Brown 1975, S.B.;
University of Maryland 1977, M.A.
Appointed September, 1977.

Debra Allison Craig — *English*
Bowdoin 1977, B.A.
Appointed September, 1977.

George Heberton Evans, III — *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949.

Thomas Joseph Foster — *Department Chairman, Mathematics*
Northeastern 1963, A.B.;
University of Massachusetts 1965, M.A.T.
Appointed September, 1976.

A. Jeffrey Gosselin — *Mathematics*
University of Massachusetts 1968, B.A.;
Salem State 1973, M.Ed.
Appointed September, 1975.

Joanna Gould — *English, Language Study*
Cambridge University (England) 1960, B.A.;
1964, M.A.
Appointed September, 1977.

J. Douglas Guy — *German*
Indiana University 1972, B.A.;
Middlebury College
Appointed September, 1978.

Margaret Lorraine Hager — *Associate Dean, Counseling; Sociology, Psychology*
Mt. Mary College 1965, B.A.;
Loyola University 1967, M.A.
Appointed September, 1977.

Christopher Edward Harlow — *Department Chairman, History; Donald L. Rimer Master in History*
Juniata College 1963, A.B.;
Rutgers 1966, M.A.
Appointed September, 1970.

Charles Stephen Harrington — *Assistant Director of Athletics; Mathematics, Physical Education*
Bowdoin 1972, B.A.
Appointed September, 1972.

Katherine Krall — *French, Spanish*
Oberlin 1971, B.A.;
Tufts
Appointed September, 1977.

Richard N. Leavitt — *Director of Studies, Mathematics*
Amherst 1964, A.B.;
Bowdoin 1971, M.A.
Appointed September, 1964.

Royal Willis Leith, III — *English*
Harvard 1975, A.B.
Harvard Divinity School 1977, M. Div.
Appointed September, 1977.

Scott Davis Lothrop '53 — *Director of Development*
Boston University 1957, B.S.;
1959, M.S.
Appointed July, 1976.

Richard Thompson Mechem — *English*
Harvard 1968, A.B.;
University of New Hampshire 1973, M.A.
Appointed September, 1973.

Kittie Stiles Mercer — *Studio Art, Art History*
Appointed September, 1967.

Stephen Carl Metz — *Chemistry*
Trinity 1972, B.S.
Appointed September, 1978.

Douglas Lee Miller '46 — *Department Chairman, Science; Physics, Science I, Speech*
Amherst 1950, A.B.
Appointed September, 1954.

Michael A. Moonves — *Director of Admissions, History*
Trinity 1966, B.A.
Appointed September, 1969.

Frances Elizabeth Mullen — *Biology*
Brown 1974, B.A.;
Brandeis 1976, M.A.
Appointed September, 1977

Michael Kent Mulligan '71 — *English, History*
Middlebury 1975, B.A.
Appointed September, 1977.

Frances Russ Navins — *Librarian*
Connecticut 1940, A.B.
Appointed September, 1969.

Dorothy Miller Ogden — *Associate Director of Admissions*
Allegheny
Appointed July, 1975.

Edward J. Rybicki — *English*
Salem State 1971, B.A.;
1977, M.A.T.
Appointed September, 1977.

Frederick Waterman Sargent '73 — *Biology*
University of Maine 1977, B.S.
Appointed September, 1978.

Roger Manning Smith '68 — *Mathematics, Physics, Science I, Electricity*
Trinity 1972, B.A.
Appointed September, 1975.

William Hartley Sperry — *Director of College Counseling, History*
Gettysburg 1950, A.B.;
Duke 1953, M.A.
Appointed September, 1954.

Thomas Melvin Tindall — *Religion, History*
Dartmouth 1967, A.B.;
Union Theological Seminary 1971, M. Div.
Appointed September, 1973.

Alexander Ufema — *School Chaplain*
Pennsylvania State University 1972, B.S.;
Michigan State University 1975, M.S.
Appointed September, 1977.

Alexander Weld White — *Spanish*
Trinity 1967, B.A.;
New York University 1972, M.A.
Appointed September, 1971.

David Michael Williams — *Dean of Students, History*
Franklin and Marshall 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951.

John James Witherspoon — *Administrative Coordinator, History*
Harvard 1937, A.B.;
1940, LL.B.
Appointed September, 1947.

SPECIAL FACULTY

Roberta W. Corcoran	*Athletics*
Jeri R. Dorso	*Athletics*
Paula C. Grillo	*Director, Community Service Program*
	Assistant Librarian
David J. Powell	*Photography*
Christopher D. Stowens	*Electronic Music*

SPECIAL STAFF

Daniel W. Cole	*Athletics*
David M. Grant	*Machine Shop*
Gail McKinley	*Piano*
Wayne Peabody	*Guitar*
Florence C. Pearson	*Violin*
Lea Pearson	*Flute*
Mary Ann Valaitis	*Voice*
Anne M. White	*Special Tutoring*

STAFF

Eleanor M. Caldwell	*Assistant to the Librarian*
Marjorie S. Colpitts, R.N.	*Resident Nurse*
Elsie Dzioba	*Assistant Secretary*
Edna H. Finnegan	*Receptionist, Associate Bookkeeper*
Shiela E. Fisher	*Secretary to the Associate Director of Development*
Irene Freeman	*Secretary to the Headmaster*
Frances Gurczak	*Assistant Secretary*
Ruth E. Holmes	*Secretary to the Director of Development*
Mary E. Hoover	*Secretary to the Director of College Counseling*
H. Lester Kirkpatrick	*Buildings and Grounds Superintendent*
Sylvia B. Lunt	*Assistant to the Business Manager*
Johanna deB. Lynch	*Secretary to the Director of Studies*
Edward B. Marsh, Jr., M.D.	*School Physician*
Marguerite A. Perry	*Secretary, Admissions Office*
Marjorie J. Rouisse	*Bursar*
Joan C. Ryan	*Assistant Secretary*
Patricia G. Wall, R.N.	*Head Nurse*
Ethel S. Whitney	*Secretary*

ROSTER OF STUDENTS
1977-1978

SENIORS

Altschuler, Laurel E., *Chestnut Hill*
Anderson, Scott, *Byfield*
Barnes, Robert M., *Summit, New Jersey*
Baum, Jody R., *Swampscott*
Beattie, Douglas D., *Andover*
Bendetson, Andrew P., *Haverhill*
Bloom, Kenneth, *Beverly*
Bougas, Jami M., *Peabody*
Bowditch, Ebenezer F., III, *Georgetown*
Casey, Ray A., *Dorchester*
Chetsas, Stephanie, *Newburyport*
Chiara, Gina M., *Methuen*
Clark, Bradford D., *Falmouth, Maine*
Cook, Paul J., Jr., *Manchester*
Dagres, Todd A., *Byfield*
Dammann, Rolf H., Jr., *Hamilton*
Diehl, H. Thomas, III, *Georgetown*
Driscoll, Thomas H., Jr., *Swampscott*
Drislane, William F., *Topsfield*
Drukker, David R., *Rowayton, Connecticut*
Feith, Peter J., *Weston*
Fox, F. Curtiss, III, *Morrisville, Pennsylvania*
Fulton, Herzel V., *Los Angeles, California*
Giampa, James M., *Plaistow, New Hampshire*
Goodhart, James C., *Wellesley Hills*
Graham, M. Philip, *Ipswich*
Graham, Philip A., Jr., *Newbury*
Gwynne, Geoffrey C., *North Olmsted, Ohio*
Heffron, Anita D., *Houston, Texas*
Heffron, Caroline, *Huntington, Vermont*
Hersey, B. Scott, *Newburyport*
Hey, Peter A., *Hooksett, New Hampshire*
Higgins, Robert A., *Hampton Falls, New Hampshire*
Huffnagle, Jule-Ann, *Prides Crossing*
Ingrassia, Steven J., *Lynnfield*
James, Kelly J., *Plaistow, New Hampshire*
Jenkins, Peter W., *Duxbury*
Jerome, William C., III, *Newbury*
Jones, Andrew R., *London, England*
Kaknes, Gregory J., *Woburn*
Kastan, Adam J., *Lynn*
Killip, Daryl P., *Stavanger, Norway*
Kuo, Ming-Che, *Wellesley*
Lambert, Robert J., *Fremont, New Hampshire*
Latham, Christopher C., *Newburyport*
Leahey, Alan B., *Lowell*
Mackay-Smith, Mary A., *Ipswich*
Malloy, Julia, *Hampton Falls, New Hampshire*
Markos, Anna-Maria, *Ipswich*
Mathews, Tomas G., *Newburyport*
McDowell, Charles W., Jr., *Marblehead*
Merrill, Nancy J., *Exeter, New Hampshire*
Metzger, Curtis S., *Topsfield*
Miller, Meredith K., *Hampton Falls, New Hampshire*
Milligan, Patricia A., *Wolfeboro, New Hampshire*
Minster, Douglas J., *West Newbury*
Monaghan, Stephen E., Jr., *Cape Elizabeth, Maine*
Montealegre, Silvio J., *Managua, Nicaragua*
Moseley, Alice P., *Ipswich*
Murray, Nancy L., *Wonalancet, New Hampshire*
Neville, Richard P., *Hampton, New Hampshire*
Norton, Timothy O., *South Boston*
Ogden, Philip M., *Hamilton*
Ostheimer, Thomas W., *Manchester*
Palais, Jonathan K., *New Castle, New Hampshire*
Pope, Scott, *Haverhill*
Purinton, Jamie C., *Byfield*
Robinson, Andrew W., *West Newbury*
Rooney, John J., *West Newbury*
Rose, Gregory H., *Amherst, New Hampshire*
Russell, Leslie A., *Hampton, New Hampshire*
Sinthavanuchit, Nalintorn, *Bangkok, Thailand*
Slater, James P., *Swampscott*
Stenzel, Peter S. P., *Plymouth*
Stephenson, Andrew W., *Swampscott*
Stetson, Dana L., *Durham, New Hampshire*
Storey, Mary S., *Essex*
Suggs, Isaiah, Jr., *Lynn*
Wall, Geoffrey H., *Newbury*
Walsh, R. Brabrook, III, *Pepperell*
Webb, Pamela A., *Sudbury*
Webster, John A., III, *Sudbury*
White, Jonothan L., *Herts, England*
Willard, Richard L., *Yonkers, New York*
Zawacki, Martha S., *Ipswich*

JUNIORS

Allen, Caroline M., *Bedford, New York*
Atkinson, Thomas T., *Reading*
Baker, Deborah W., *Wenham*
Baum, Holly J., *Swampscott*
Bigelow, Talman G., *North Stonington, Connecticut*
Bixby, Wendy P., *Andover*
Blake, Martha A., *Wenham*
Bowditch, Donald H., *Georgetown*
Campbell, Douglas F., *Summit, New Jersey*
Cavanagh, Bradford S., *Byfield*
Cawley, Stuart R., *West Newbury*
Chisholm, Anne W., *Rye Beach, New Hampshire*
Coffin, Kathleen M., *Hampton Falls, New Hampshire*
Cook, Justine E., *West Newbury*
Cornwall, Cedric S., *Greenwood, Mississippi*
Cremer, Monique S., *Orleans*
Cushman, Russell G., *Marblehead*
Dagres, Troy A., *Byfield*
Daher, Mauricio, *Belmont*
Dudensing, Elizabeth M., *Duxbury*

Entekhabi, Dara, *Tehran, Iran*
Esposito, Joan, *Haverhill*
Evans, Russell E., *Portland, Maine*
Farley, Elizabeth A., *Rowley*
Field, Caroline, *Georgetown*
Fitch, Ian, *Dallas, Texas*
Forsat, Amir, *Esfahan, Iran*
Foucher, Joli A., *Methuen*
Friend, Jonathan M., *Wolfeboro, New Hampshire*
Garnett, Jeffrey W., *Newbury*
Hatfield, Jeffrey S., *Marblehead*
Heffron, Timothy K., *Houston, Texas*
Hochschwender, Amy L., *Andover*
Holm, Nancy B., *Amesbury*
Jones, Elizabeth H., *Byfield*
Judson, Stephen H., *New York, New York*
Kangis, Christopher P., *Exeter, New Hampshire*
Law, Lisa M., *North Andover*
Leary, Kathleen A., *Seabrook Beach, New Hampshire*
Lindsay, Bruce W., *Boxford*
Linn, Andrew S., *Zanesville, Ohio*
Lothrop, David S., *Georgetown*
Lovejoy, Raymond S., *West Newbury*
Lynch, Felicia I., *Byfield*
Manwaring, David P., *Yarmouthport*
Martin, Andrew M., *Fountain Valley, California*
McKelvy, Douglas S., Jr., *Darien, Connecticut*
Miller, James C., *Hampton Falls, New Hampshire*
Miller, Scott T., *Westwood*
Nourizadeh, Khashayar, *Tehran, Iran*
O'Keefe, Raymond F., Jr., *Philothei, Greece*
Page, Andrew, *Concord, New Hampshire*
Paladino, William J., *Andover*
Palais, Matthew J., *New Castle, New Hampshire*
Perlowski, John S., Jr., *Andover*
Perry, Stephen L., *Boxford*
Potter, Susan G., *Exeter, New Hampshire*
Putnam, Sarah, *Rowley*
Queen, Steven H., *New Canaan, Connecticut*
Reichter, Bradley A., *North Andover*
Ronan, James J., *Marblehead*
Roome, Laura J., *Mirror Lake, New Hampshire*
Roorbach, Gretchen W., *Providence, Rhode Island*
Rosen, Henry M., *Marblehead*
Rourke, Thomas A., *Andover*
Sapuppo. Lisa M., *Andover*
Saunders, Kimberly, *Byfield*
Schipani, Theodore T., III, *Cambridge*
Shea, Christopher M., *Georgetown*
Silin, Wendy, *Waban*
Sinthavanuchit, Soothichai, *Bangkok, Thailand*
Sizer, Harold F., *Andover*
Skewes, Nancy L., *Hanover, New Hampshire*
Smith, David H., *Marblehead*
Smith, Eric H., *Concord*
Spears, Derek D., *Bronx, New York*
Spoerl, Holly, *Exeter, New Hampshire*
Starr, Brian, *Dover*
Stephan, Johanna, *Topsfield*
Sterman, Steven L., *Beverly*
Tamposi, Stephen A., *Nashua, New Hampshire*
Theriault, Richard E., *Newbury*
Toppan, Cressida G., *Peterborough, New Hampshire*
Tye, Randy S., *Brookline*
VanEtten, Derek O., Jr., *Topsfield*
Voelker, Richard J., III, *Georgetown*
Weldon, Michael C., *North Hampton, New Hampshire*
White, James S., Jr., *Boxford*
Whitten, Larry D., *Gloucester*
Whitten, Roger D., *Gloucester*
Wicander, C.G. Greger, *Exeter, New Hampshire*
Williams, Elizabeth B., *Andover*
Williams, Jeffrey M., *Byfield*
Winer, Mark L., *Andover*
Woodbury, Abigail M., *Byfield*
Woodworth, Avery K., *Charlestown*
Zink, Martha S., *Groton*

SOPHOMORES

Ahari, Amir-Saeed, *Waban*
Atkinson, Charles B., *Reading*
Bailly, R. Jeffrey, *Boxford*
Bartlett, William M., *Newburyport*
Baum, Erica J., *Swampscott*
Bennett, Jeffrey, *Portland, Maine*
Benson, Jospeh J., *Andover*
Brine, William H., *Weston*
Bruce, Janine L., *Topsfield*
Bushell, Virginia A., *Hamilton*
Callahan, Kevin W., *Andover*
Callan, David F., *Wilmington*
Cavanagh, Peter H., *Byfield*
Cornwall, Rupert M., *Greenwood, Mississippi*
Devine, Lisa M., *North Andover*
Duff, Julia L., *Byfield*
Evans, Elizabeth W., *Portland, Maine*
Fain, John W., *Houston, Texas*
Gardner, James A., *Andover*
Hall, Edward P., *Newton Centre*
Harrison, Dean W., Jr., *Gloucester*
Hildreth, Susan L., *Newbury*
Holmbraker, Bernard G., *Waterford, Virginia*
Humphries, Charles T., *Dover*
Jones, Dana H., *Kennebunkport, Maine*
Jones, Eric F., *Exeter, New Hampshire*
Jones, Evan C., *Geneva, New York*
Kalhori, Neda, *Tehran, Iran*
Kane, Joseph D., *Boston*
Kawamura, Taro J., *Bangor, Maine*

Kurtz, Pamela A., *Exeter, New Hampshire*
Lacey, Maryann, *Byfield*
Lawson, Deborah A., *Wenham*
Leathem, Douglas VanD., Jr., *Wayland*
Lee, Sally O., *Beverly Farms*
LeMaitre, Paul A., *Newburyport*
Lennon, John C., *Andover*
Long, Frederick H., *Topsfield*
Mackay-Smith, Helen S., *Ipswich*
Mahler, Kenneth T., *Cincinnati, Ohio*
Marvin, Bernard A., III, *Kingston*
Mason, Abner A., *Durham, North Carolina*
McCarthy, Cornelia, *Boxford*
McCune, George C., III, *Norwich, Vermont*
Minster, Andrew M., *West Newbury*
Moheban, Steven M., *Nashua, New Hampshire*
Moore, Gregory R., *Westport Point*
Morais, Paul A., Jr., *Rye Beach, New Hampshire*
Morrissey, Jonathan T., *Rye, New Hampshire*
Morse, Peter C., *Portland, Maine*
Munro, Cynthia C., *Marion*
Neville, Karen J., *Hampton, New Hampshire*
O'Loughlin, Terence J., *Jeddah, Saudi Arabia*
Pendleton, Rand P., *Upper Arlington, Ohio*
Perkins, Heather S., *Boxford*
Post, Katherine L., *Harvard*
Putnam, Gretchen, *Rowley*
Quinn, Jennifer A., *Boxford*
Robertson, John, *Byfield*
Rosenthal, Jamie D., *Boxford*
Rourke, Bryan J., *Andover*
Savrann, Russell C., *Andover*
Schwartz, Carl A., *Exeter, New Hampshire*
Segil, Jeffrey M., *Marblehead*
Sperry, Stephen G., *Hampton, New Hampshire*
Stafford, Christopher H. A., *Danville, New Hampshire*
Stephan, Martin J., *Topsfield*
Sterge, Caroline A., *Beverly Farms*
Sutton, Shepard W., *Boxford*
Swartz, David B., *Andover*
Sylvia, Scott E., *South Dartmouth*
Tallman, C. Bruce, Jr., *Andover*
Taylor, Nicholas G., *Washington, D.C.*
Thomas, Antonio T., *Bronx, New York*
Tomlinson, Matthew D., *Andover*
Tuthill, J. Mark, *Newburyport*
Van Etten, Elizabeth A., *Topsfield*
Wall, Stephen G., *Newbury*
Washburn, William F., *Andover*
Welch, Jonathan H., *Newburyport*
Wicander, J. Eric, *Exeter, New Hampshire*
Wise, Frederick W., *Beverly Farms*
Wise, John, *Beverly Farms*
Woodworth, Henry L., *Andover*
Woolf, Emily, *Rowley*

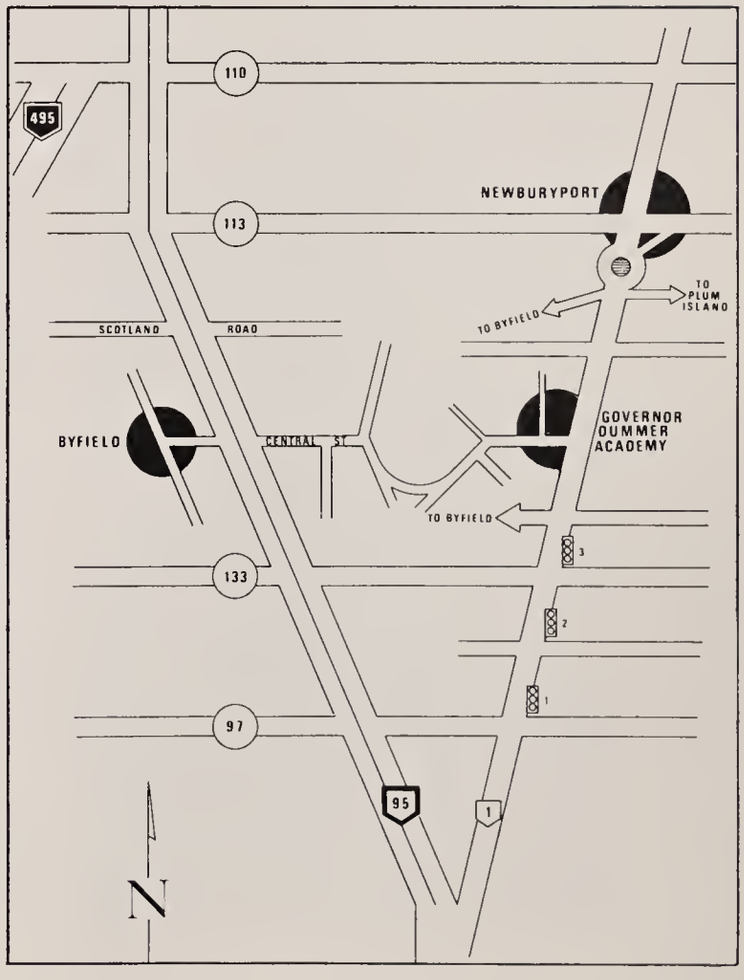
FRESHMEN

Adell, Eric P., *Amesbury*
Aranosian, Richard E., Jr., *Concord, New Hampshire*
Arguello, Ivan A., *Managua, Nicaragua*
Barrett, Douglas K., *Gloucester*
Booth, David K., *Topsfield*
Bougas, Charles S., *Peabody*
Bradley, Catherine S., *Rye Beach, New Hampshire*
Brown, David S., *Lowell*
Carter, Paul D., *Newburyport*
Cooke, Daniel L., *Rowley*
Coues, Phoebe A., *Manchester*
Critics, David W., *Rowley*
Dane, Clarissa W., *Lincoln*
Davis, Heather L., *Salisbury*
Dexter, Elizabeth F., *Beverly Farms*
Forsat, Ali, *Esfahan, Iran*
Frost, Benjamin D., *Ipswich*
Graf, Jennifer W., *Greenland, New Hampshire*
Greaney, Anthony J., *Wellesley*
Griffin, Robert G., *Newbury*
Hamilton, Guri L., *San Francisco, California*
Hettler, Scott A., *Newbury*
Horton, Sherman D., III, *Nashua, New Hampshire*
Ingram, Vinca E., *Byfield*
Kelley, Pamela J., *Wenham*
Kennedy, Sargent L., *Exeter, New Hampshire*
Krooss, Laurie S., *Stratham, New Hampshire*
Laventis, Peter G., *Wenham*
Lazo, Benay L., *Topsfield*
MacDonald, Alexandra D., *Newburyport*
Mahoney, Christopher, *Byfield*
Markos, Elena M., *Ipswich*
McCarthy, Evelyn, *Boxford*
McGhee, Robert W., *Newbury*
McLaughlin, Heather J., *North Hampton, New Hampshire*
Menyhart, Michael A., *Cocoa Beach, Florida*
Miller, Susan A., *Hampton Falls, New Hampshire*
Montealegre, Juan C., *Managua, Nicaragua*
Morais, Matthew T., *Rye Beach, New Hampshire*
Morgan, Steven J., *West Newbury*
Mulherrin, Elizabeth A., *North Hampton, New Hampshire*
Nault, Karen M., *Topsfield*
Obadia-Foinquinos, Sergio F., *Caracas, Venezuela*
O'Dell, Edward T., III, *Andover*
Parigian, Theodore C., *Lowell*
Parkman, John C., Jr., *South Hampton, New Hampshire*

Perry, Susan R., *Boxford*
Pfeiffer, Cynthia W., *Newbury*
Plante, Suzanne M., *Newbury*
Pratt, Dana W., *Topsfield*
Putnam, Clare, *Rowley*
Reilly, Michael M., *West Newbury*
Russell, Kristen A., *Hampton, New Hampshire*
Ryan, David J., III, *Groveland*
Sheffert, Barbara S., *Hampton, New Hampshire*
Shula, J. David, *West Newbury*
Stark, Thomas P., II, *Andover*
Stephan, Anne C., *Topsfield*
Stern, Penelope J., *North Andover*
Sudduth, Robert S., *Exeter, New Hampshire*
Sullivan, Sarah A., *Boxford*
Voedisch, Kurt J., *Wolfeboro, New Hampshire*
Voelker, Jordan, *Georgetown*
Whitney, Mark A., *Exeter, New Hampshire*

TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile. U.S. Route No. 1 passes the edge of campus 35 miles north of Boston, three miles north of the intersection of state Route No. 133 with U.S. Route No. 1, and four miles south of Newburyport. Visitors who arrive via Interstate Route No. 95 in Byfield, the school mailing address, find themselves with 2½ miles of country roads (and five forks) to traverse in order to reach the school. Appropriate signs hopefully make this possible, but U.S. Route No. 1 is much easier. Buses between Boston and Portland, Maine, stop in Newburyport. Logan International Airport at Boston is the nearest airport handling commercial planes. Private planes may most conveniently land at Beverly or Lawrence.



TELEPHONE

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is (617) 462-6643.

NO POSTAGE
NECESSARY
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IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 1 BYFIELD, MASS.

Governor Dummer Academy
Byfield,
Massachusetts 01922

Admissions Office

Governor Dummer Academy, Byfield, Massachusetts **01922**

PRELIMINARY APPLICATION

(Please print or type, or check appropriate boxes)

Sex: Male ☐ Female ☐

Applying as boarder ☐ day student ☐

Admission proposed to 9th grade ☐ 10th grade ☐ 11th grade ☐ 12th grade ☐

Admission is proposed for September 19.....

Applicant's name ..... (First) (Middle) (Last)

Date of birth .....

Name of parent or guardian .....

Address .....

..... Zip .....

School (if known) from which applicant would enter .....

Date ..... Signed..... (Parent or Guardian)

BUILDING INDEX

1. Ingham House
2. Eames House
3. Parsons Schoolhouse
4. Commons
5. Mansion House
6. Duncan House (Infirmary)
7. Mason Cottage
8. Noyes Library
9. Schumann Science Center
10. Peirce Hall
11. Phillips Building
12. Moseley Chapel
13. Thompson Arts Center
14. Stone Garage
15. Moody House
16. Little Red Schoolhouse
17. Frost Building
18. Alumni Gymnasium
19. Perkins Hall
20. Boynton House
21. The Cottage
22. Frost Rink
23. The Barn
24. The Farmhouse
25. Maintenance Shops
26. French Student Union